DOCUMENT RESUME

ED 456 537 EA 031 227

AUTHOR	Colvin, Geoff; Sugai, George; Kameenui, Edward
TITLE	Curriculum for Establishing a Proactive School-Wide Discipline Plan.
INSTITUTION	Oregon Univ., Eugene. Coll. of Education.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1994-00-00
NOTE	68p.; A publication of Project PREPARE (Promoting Responsible, Empirical, and Proactive Alternatives in Regular Education), Behavioral Research and Teaching, College of Education, University of Oregon. Additional Resources section of this document is not available from ERIC.
CONTRACT	HO29K10092
AVAILABLE FROM	Project PREPARE, Behavioral Research and Teaching, Div. of Learning and Instructional Leadership, Room 235, College of Education, University of Oregon, Eugene, OR 97403.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Classroom Techniques; *Discipline; Elementary Secondary Education; *Socialization; *Teacher Education

ABSTRACT

This handbook has been designed to assist educators in their attempts to assess, develop, implement, and monitor schoolwide discipline programs. It contains the main components and implementation guidelines for a complete schoolwide discipline plan. Brief explanations, procedural guidelines, examples, and worksheets are included to enable users to build and/or modify a schoolwide discipline plan that meets the unique needs of their students and staff. The same instructional approach used to teach academic content and skills is applied systematically to the teaching of appropriate social behaviors to students described as "at-risk," "disadvantaged," "behavior disordered," "emotionally disturbed," "underachieving," and so forth. This handbook contains practical features such as worksheet activities and illustrative examples of guidelines and principles. Used in combination with its accompanying implementation guide, it should provide educators with the knowledge base to meet the classroom management and behavioral needs of all students, particularly those with disabilities in mainstream or general education environments. This handbook can help enable building educators to assume greater responsibility for their own staff development objectives, activities, and outcomes, and to improve the services and experiences they provide for all students in their classrooms and buildings. (Contains 39 references.) (RT)

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Curriculum for Establishing a Proactive School-Wide Discipline Plan

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The development of these handbooks and the activities associated with them were supported by Project PREPARE (*Promoting Responsible, Empirical, and Proactive Alternatives in Regular Education*), which is a five year Special Projects grant from the U.S. Department of Education, Office of Special Education Programs and was awarded to the College of Education at the University of Oregon, Eugene. The purpose of Project PREPARE is to develop, evaluate, and disseminate an instructional model that will enable special and regular educators to met the classroom management and behavioral needs of all students, but particularly those with disabilities in mainstream or general education environments. For additional information about Project PREPARE contact George Sugai or Ed Kameenui, Project PREPARE Directors, University of Oregon, Room 235 College of Education, Eugene, OR 97403.

George Sugai and Ed Kameenui
Project Co-Directors

Geoff Colvin
Project Manager

Published by
Project PREPARE
Behavioral Research and Teaching
College of Education
University of Oregon

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Colvin, Geoff; Sugai, George; Kameenui, Edward
Curriculum for Establishing a School-Wide Discipline Plan

Preparation of this document is supported by a grant (HO29K10092) from the U. S. Department of Education, Office of Special Education Programs, Washington, D. C. Opinions expressed herein do not necessarily reflect the position of the U. S. Department of Education or University of Oregon, and no intent should be inferred.

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PREFACE

This handbook has been designed to assist educators in their attempts to assess, develop, implement, and monitor school-wide discipline programs. It contains the main components and implementation guidelines for a complete school-wide discipline plan. Brief explanations, procedural guidelines, examples, and worksheets are included to enable users to build and/or modify a school-wide discipline plan that meets the unique needs of their students and staff. The same instructional approach used to teach academic content and skills is applied systematically to the teaching of appropriate social behaviors to students described as "at-risk," "disadvantaged," behavior disordered," "emotionally disturbed," "underachieving," etc.

This handbook has been designed with the following user features:

1. Materials and activities in this curriculum are based on the assumption that a clearly defined, structured, and implemented school-wide discipline program for *all students* is an essential prerequisite for providing successful individualized programs for students with unique academic and social behavior needs.

2. Although this curriculum is organized and presented in separate sections, all sections together represent a comprehensive package for school-wide discipline.

3. Worksheet activities are provided so users can develop descriptions and procedures that meet the unique needs of their students and school building. All examples illustrate how a guideline or principle *might* be applied. Each user is strongly encouraged to adapt and modify the curriculum for their own needs.

4. It is assumed that school-wide discipline plans will succeed if (a) staff development is locally directed and ongoing, (b) administrative support is established, (c) a proactive, instructional approach is emphasized, (d) a site-based discipline management team is in place and active, (e) school-wide discipline is viewed as important and necessary, and (f) a serious implementation effort is made.

5. References and additional resources are included at the back of the handbook.

In combination, this handbook and its accompanying implementation guide should provide educators with the knowledge base to meet the classroom management and behavioral needs of all students, but particularly those with disabilities in mainstream or general education environments. In addition, these handbooks have been designed to enable building educators to assume greater responsibility for their own staff development objectives, activities, and outcomes, and to improve the services and experiences they provide for all students in their classrooms and buildings.

I. Introduction

I. INTRODUCTION

Components of a Proactive School-Wide Discipline Plan

The proactive school-wide discipline plan presented in this manual is comprised of several components that have been identified from research findings and effective school practices. In this section we present (a) a brief description of the components of a proactive school-wide discipline plan and (b) a model in which these components are integrated to form a proactive school wide discipline curriculum.

1. *Establish agreement between staff on a basic approach to managing behavior.*

Clearly, a school-wide discipline plan will not be effective if staff approach behavior in significantly differently ways. For example, some staff might want to exclude students because they "do not belong in public schools," and other staff members might want to give these students more help and assistance. Some staff might want to increase punishment for a student, while other staff might want to give these students more time and attention. In each of these cases, it will be difficult to develop a consistent school-wide discipline plan because of differences in approach.

To establish a school-wide discipline plan, we recommend an "instructional approach," in which procedures for providing instruction on academic skills are emphasized. When teaching academic skills, teachers generally complete a number of preparatory steps *before* students are required to demonstrate a skill independently. The preparatory steps usually involve clarifying the goals and objectives of the instruction, specifying the content to be targeted, selecting examples, explaining the skills to be learned, modeling the skills, providing supervised practice, providing corrective feedback, and furnishing opportunities for independent practice. The basic assumption is that if we want students to routinely demonstrate appropriate behavior, then we have to teach these behaviors by applying the same instructional strategies we use to teach academic skills.

2. *Establish school discipline as an instrument for student success.*

A school-wide discipline plan should serve as an instrument to enable instruction and learning to take place effectively and efficiently. If discipline becomes an end in itself, then behavior control becomes the primary teaching goal at the expense of academic goals. In this sense, discipline should be subordinate to the school mission and goals.

3. *Utilize and rely on proactive approaches.*

A significant trend in managing behavior at the school level is the shift towards more positive, preventive, constructive and problem-solving management practices and away from punitive or reactive approaches. Educators are finding that students are more responsive to positive approaches. In addition, school personnel are finding that proactive procedures in the management of problem social behavior are consistent with practices of academic instruction.

4. *The principal must provide visible and supportive leadership.*

In many respects, the Principal is the key leadership component. School-wide discipline plans need to be carefully planned, adopted and implemented by all staff; however, this will not occur unless the Principal takes a highly visible and supportive role.

5. *Staff must rely on collegial commitment.*

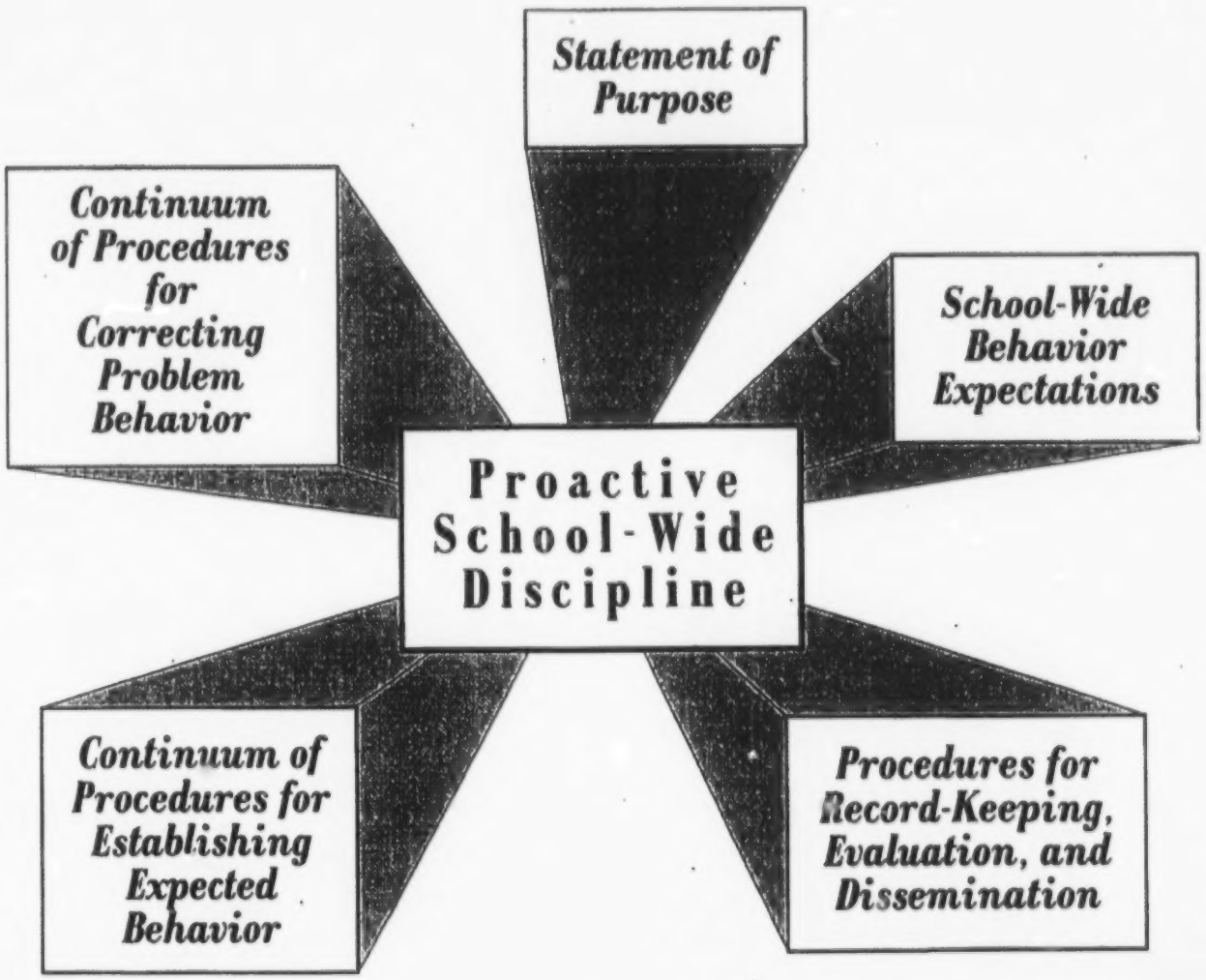
All staff need to be actively united, involved, and committed to developing, implementing, and maintaining a school-wide discipline plan. To establish a consistent, predictable school environment, all staff must implement the plan with a high degree of fidelity.

6. *Utilize effective staff development and teacher change practices*

Traditional staff development practices (e.g., one-shot workshops) generally do not produce significant changes in teacher behavior. Two variables have been identified as critical in bringing about teacher change (a) teacher efficacy (the beliefs staff have about their ability to bring about targeted changes and (b) collegiality (the processes in which staff effectively work together). In a review of literature on teacher change, Gersten, Walker, & Darch (1988) identified three critical variables that affect collegiality: (a) staff working together, (b) a comprehensive framework or philosophy, and (c) concreteness of the plan.

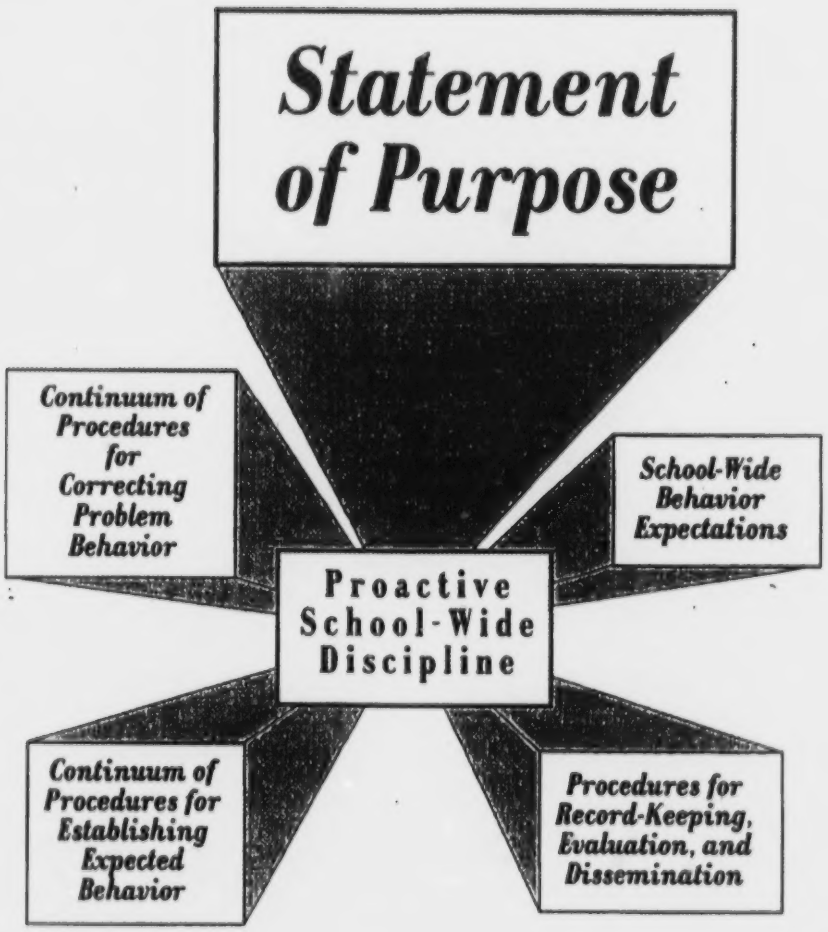
A Proactive School-Wide Discipline Curriculum

The proactive school-wide discipline curriculum includes five major curriculum components: (a) Statement of Purpose; (b) School-Wide Behavioral Expectations; (c) Continuum of Procedures for Establishing Expected Behaviors; (d) Continuum for Correcting Problem Behaviors; and (e) Procedures for Record Keeping, Evaluation, and Dissemination. These five components are represented in Flowchart 1, and each is discussed in detail in subsequent sections.


Statement of Purpose
Continuum of Procedures for Correcting Problem Behavior
School-Wide Behavior Expectations
Proactive School-Wide Discipline
Continuum of Procedures for Establishing Expected Behavior
Procedures for Record-Keeping, Evaluation, and Dissemination

II. Statement of Purpose

II. School-Wide Discipline Plan
Statement of Purpose


Statement of Purpose
Continuum of Procedures for Correcting Problem Behavior
School-Wide Behavior Expectations
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Continuum of Procedures for Establishing Expected Behavior
Procedures for Record-Keeping, Evaluation, and Dissemination

The purpose of a school-wide discipline plan is to establish and maintain student behaviors that enable the accomplishment of school goals. In this sense, discipline provides a *structure* that enables teachers and students to engage in the learning process to achieve the desired academic and social outcomes. For example, many school-wide discipline plans are designed to establish student behaviors and organizational structures that ensure an *orderly* learning environment. This purpose emphasizes keeping disruptions to a minimum and establishing predictable schedules so a school can function properly and effective teaching and learning activities can be conducted in a planned manner.

Discipline also provides a set of *procedures* that enable teachers and students to work collaboratively and constructively toward solving school-wide academic and social behavior challenges. For example, many school-wide discipline plans provide specific procedural steps for establishing expected student behaviors and for responding systematically to undesirable behaviors displayed by some students. This focus emphasizes the need for consistency and specificity in teaching and learning environments.

The intent of a purpose statement for a school-wide discipline plan is to capture and crystalize the explicit objective of a discipline plan.

Example of a Purpose Statement for a School-Wide Discipline Plan

The purpose of the school-wide discipline plan at Melbourne Middle School is to

1. *Establish school-wide structures and procedures for teachers and students that facilitate teaching and learning,*
2. *Encourage student behaviors that enhance the learning environment, and*
3. *Minimize student behaviors that inhibit teaching and learning interactions.*

Purpose Statement Worksheet

Directions: Use this worksheet to write the essential features of a purpose statement for your school. Remember to focus your statements on succinct, positive, and learning-related outcomes.

SCHOOL-WIDE PURPOSE STATEMENT

The **purpose** of the school-wide discipline plan at _____ school is to

1. _____

_____

2. _____

_____

3. _____

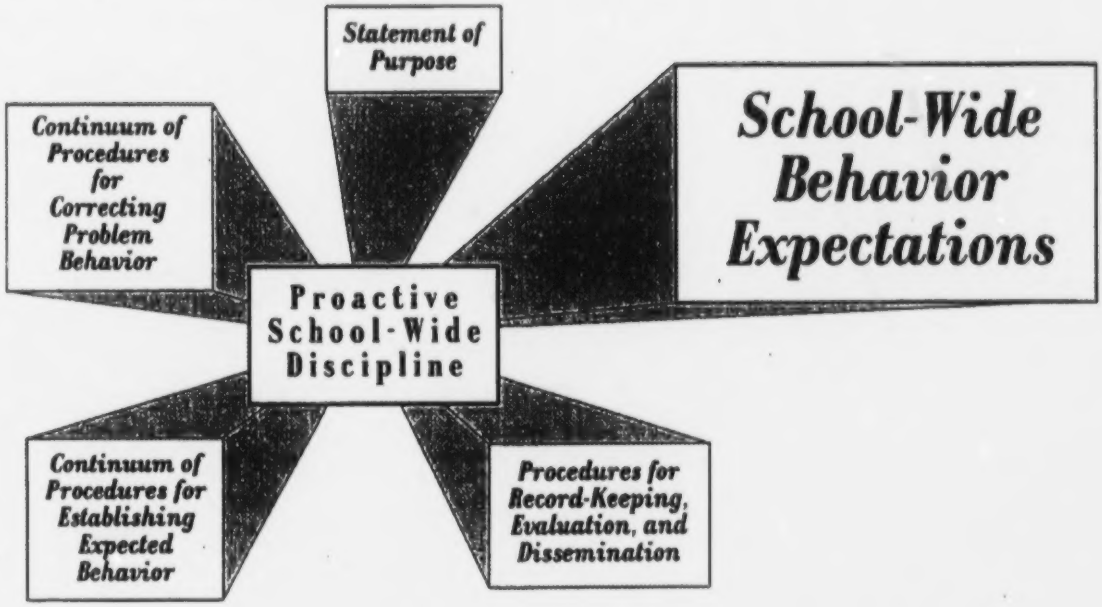
_____

4. _____

_____

III. Behavior Expectations

III. School-Wide Behavior Expectations


Statement of Purpose
Continuum of Procedures for Correcting Problem Behavior
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General Behavioral Expectations

School-wide behavioral expectations are defined as those rules about desirable behaviors or actions that facilitate the teaching and learning process and the efficient operation of a school-wide discipline plan. School-wide behavioral expectations are designed for both *general* and *specific* school settings. For example, students are expected to behave in a safe and orderly manner across all school settings; however, noise level expectations are significantly different across settings (e.g., library, playground, classroom). Specific school settings may require additional behavioral expectations.

Guidelines

When identifying and stating school-wide behavioral expectations, the following guidelines should be followed:

1. Limit the number of behavioral expectations to three or four.
2. State behavioral expectations in positive terms using common language and as few words as possible.
3. Identify specific behaviors to illustrate the range of acceptable variations.
4. Identify clear positive and negative examples to illustrate each behavioral expectation.
5. Define a clear process and specific time lines for identifying behavioral expectations:
   a. Identify participants for deciding the behavioral expectations (e.g., certified and non-certified staff, students, parents, community leaders).
   b. Specify a process (e.g., large group, small group, grade level, department).
   d. Specify a plan for training students and staff and disseminating information.

Examples of General Behavioral Expectations for Melbourne Middle School

1. *To provide a safe and orderly environment for learning.*
2. *To cooperate with others.*
3. *To manage one's self.*
4. *To respect the rights and property of others.*

Behavioral Expectations for Specific Settings

Although expectations for managing one's own behavior might be similar across many school settings, personal hygiene expectations may be different for different settings (e.g., cafeteria versus the classroom). Therefore, specific expectations for settings with unique requirements for acceptable behavior should be delineated. These behavioral expectations should be identified and stated in the same way as general school-wide expectations.

Examples of Behavioral Expectations for a Specific Setting: Cafeteria at Melbourne Middle School

1. *Maintain a clean dining area by busing your table and disposing of your trash appropriately.*
2. *Maintain a conversational level voice.*
3. *Leave the eating area in an orderly manner.*

General Behavioral Expectations Worksheet

Directions: Use this worksheet to write three or four GENERAL school-wide behavioral expectations for your school. Remember to write statements in succinct and positive terms.

GENERAL BEHAVIORAL EXPECTATIONS

All students and staff at _____ school are expected to

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Behavioral Expectations Specific Settings Worksheet

Directions: Use this worksheet to write three or four SPECIFIC SETTING behavioral expectations for your school. Remember to write statements in succinct and positive terms.

BEHAVIORAL EXPECTATIONS FOR SPECIFIC SETTINGS

In these specific settings, students and staff at _____ school are expected to

Cafeteria

1. _____
2. _____
3. _____

Recess

1. _____
2. _____
3. _____

Buses

1. _____
2. _____
3. _____

Hallways/Transitions

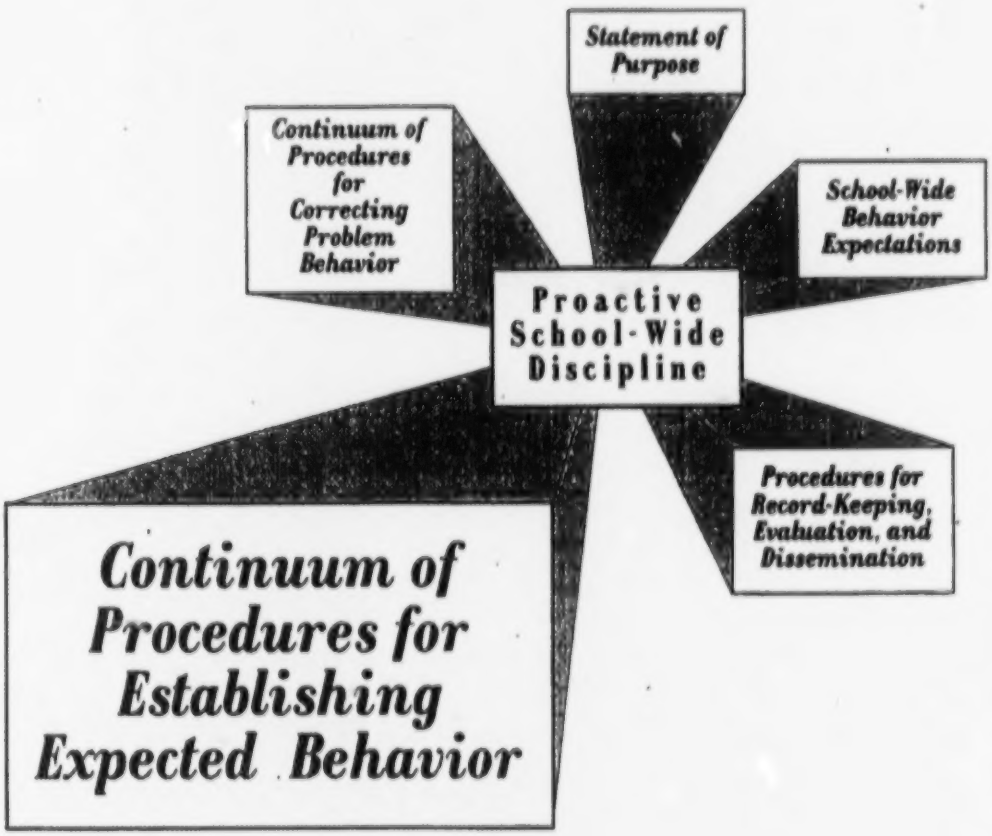
1. _____
2. _____
3. _____

Other: _____

1. _____
2. _____
3. _____

IV. Establishing Expected Behavior

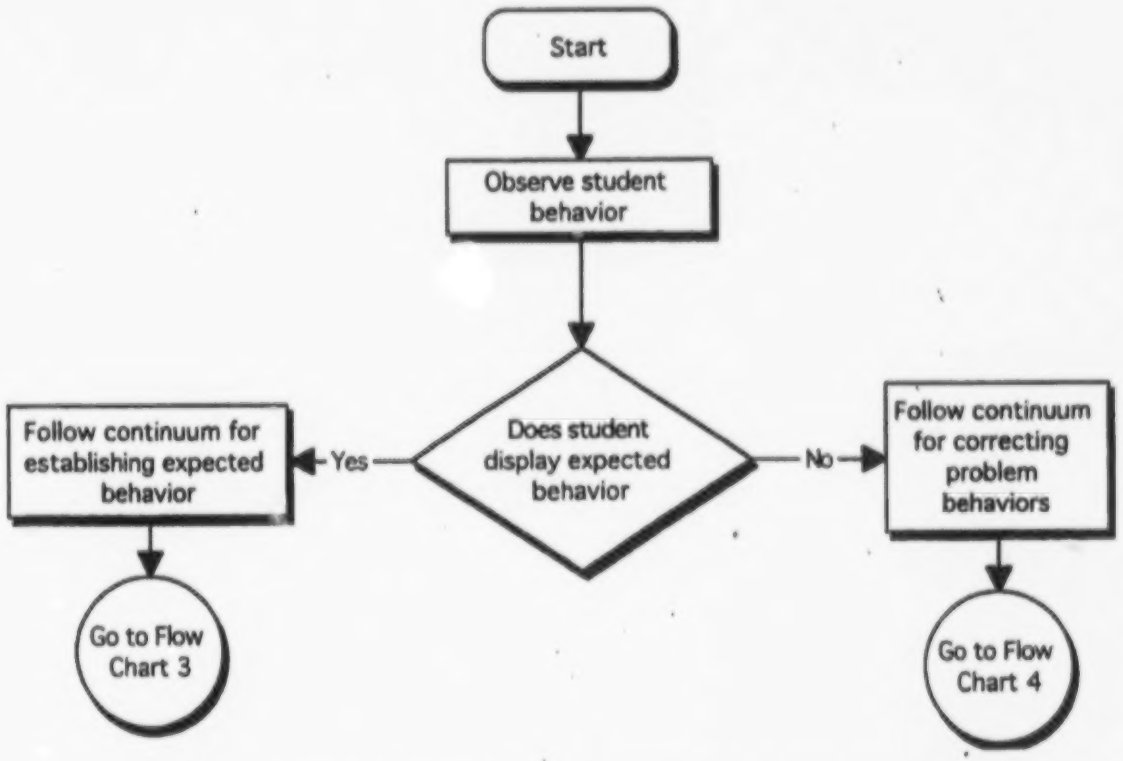
IV. Continuum of Procedures for Establishing Expected Behavior


Statement of Purpose
Continuum of Procedures for Correcting Problem Behavior
School-Wide Behavior Expectations
Proactive School-Wide Discipline
Procedures for Record-Keeping, Evaluation, and Dissemination
Continuum of Procedures for Establishing Expected Behavior

Introduction

When teachers provide instruction in academic skills, they typically utilize a number of strategies to ensure that the students learn the targeted skills. At the same time teachers take steps to prevent and correct errors. In general, there is a clear interface between the steps taken to teach the skills and the steps taken to prevent and manage errors.

This instructional approach can be applied to the implementation of school-wide discipline plans. On one hand, a continuum of procedures is used to teach or establish the school-wide behavior expectations, and on the other hand, a continuum of procedures is utilized to prevent and manage problem behavior (see following section). The interface of these two components is represented in Flow Chart 1.

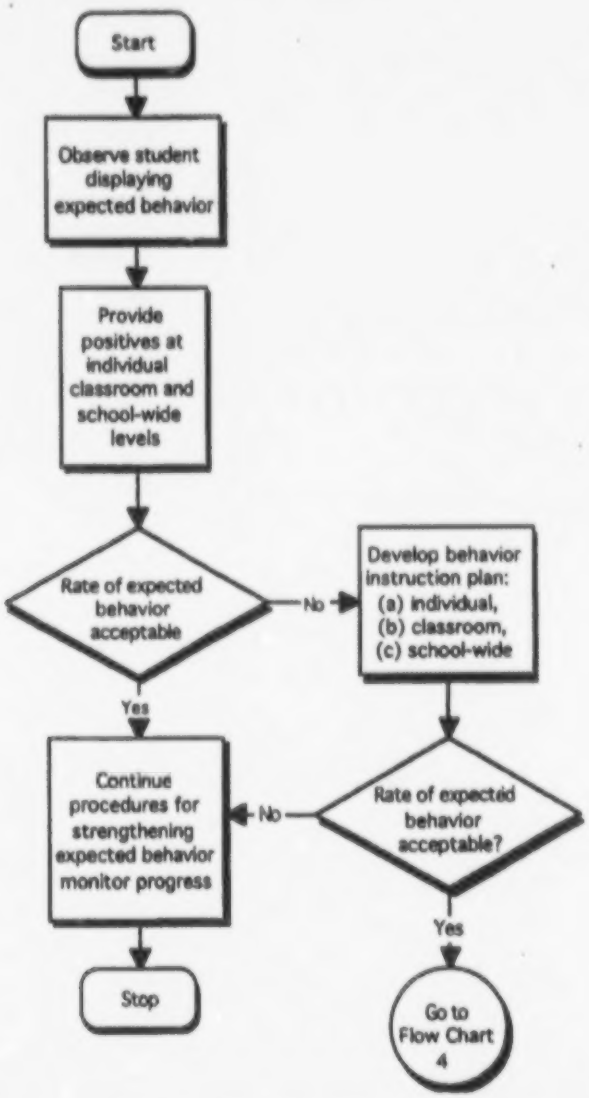


Flow Chart 1. Procedures for establishing expected behaviors and correcting problem behavior.

Continuum of Procedures for Teaching School-Wide Behavioral Expectations

The first step for establishing school-wide behavioral expectations is to implement systematic structures to acknowledge students who demonstrate the expected behaviors (See Flow Chart 2). If the rate of expected behavior throughout the school is too low in specific settings (or the rate of problem behavior is too high), then the structures used to acknowledge demonstrations of expected behavior need to be increased. A *continuum* of school-wide positive structures needs to be in place.

If the rate of expected behavior is still too low or the rate of problem behavior too high, then behavior instruction plans need to be introduced.



Flow Chart 2. Procedures for teaching school-wide behavioral expectations.

School-Wide Positive Structures to Acknowledge Students Who Demonstrate Expected Behaviors

One of the most common concerns regarding school discipline plans is that too much emphasis is given to problem behaviors. Consequently, attention is given to students who exhibit problem behaviors while students who demonstrate acceptable behaviors are ignored. A school discipline plan needs to provide a balance between strategies to enhance acceptable behaviors and procedures to address problem behavior. One strategy is to develop and implement school-wide practices for acknowledging demonstrations of acceptable behavior. These practices are called "school-wide positives" and can include, for example, trophies for exemplary leadership, citizenship presented at the school assembly, and "caught in the act" coupons distributed in the hallways to students who are talking quietly and moving in an orderly manner.

The variables to be considered in developing school-wide positives include (a) award title, (b) award type, (c) criteria for earning an award, (d) presentation of awards, and (e) dissemination of awards. Each of these variables are described below.

Title

The awards are given for demonstrations of specific behaviors that staff wish to reinforce and maintain. The title captures the purpose of the award. For example, "Student of the month," is awarded to the student for excellence in academic performance. "Most improved" could be awarded to students who display significant improvement in academic performance or in social behaviors. "Caught in the act" is an all purpose award for students who display expected behaviors at any given time.

Award

The award itself refers to the item the student receives, such as a trophy, certificate, coupon, privilege, stickers, raffle tickets. The awards should be of value to students and developed with student input.

Criteria

The criteria defines who is eligible for an award, how often an award is delivered, and how many students will receive the award. The criteria should be established by staff (with student input as appropriate) and implemented consistently. Strict criteria are needed for the more prestigious, public awards (such as student of the month). Looser criteria may be appropriate for awards that are to be distributed at a high rate (such as "Caught in the Act" for demonstrations of acceptable behavior at recess).

Presentations

One of the critical features of an award is to provide recognition to students. The amount of recognition can be controlled by the particular location and form in which the award is delivered. For example, the most public recognition may occur at a school assembly. Other awards may be presented in the homeroom classroom. Finally, some awards may be presented privately.

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Dissemination

Students who display appropriate behavior can be given recognition in different ways. For example, student name may be placed on special sections of bulletin boards, honor rolls, newsletters, community papers, or parent letters.

Example of School-Wide Positives for Alice Springs Elementary School

Title	*"Self Manager"*	*"Gotcha"*
Award	*Button.* *Privileges* *- in hallways without pass* *- early release (1-2 minutes maximum) from class where appropriate* *- free seating for assemblies* *- early lunch* *- self-manager lunch table* *- extra computer time*	*Sign in at office.* *Sticker.* *Monthly raffle at awards assembly in class, school-wide, special).*
Criteria	*Satisfactory grades.* *Follow school rules.* *No discipline referrals.* *Class work completed.* *Five staff signatures (e.g., teacher, teaching assistant).* *Students listed in office for all staff to review.*	*Demonstrations of school-wide expected behavior.*
Presentation	*Monthly award assembly.*	*Individual staff member.*
Dissemination	*Honor roll list in classroom.* *Parent notes.* *"Dolphin Tales"*	*Signed book kept at office (name & room).*

School-Wide Positives Worksheet

Directions: Identify two or three school-wide positives that could be used to acknowledge displays of expected behaviors. For each positive, describe a title, criteria, presentation, award, and dissemination.

Title			
Criteria			
Presentation			
Award			
Dissemination			

Examples of School-Wide Structures for Acknowledging Student Achievement and Behavior

Achievement	Name/Award	Presented At...	Frequency	No.Awards per Year	Kind	Dissemination
Excellence in academics Improvement in academics Citizen- good behavior Leadership Improvement in behavior Attendance Demonstrations of expected behavior	Trophy School Trophy (passed on) Certificate Gifts Privileges Coupons	Assembly Homeroom Office In context immediately Private	Daily Weekly Monthly Quarterly Annually Continuously	0-5 6-10 11-15 16-20	Individual Group Class School	Bulletin board, honor roll, chalk board Newsletter Hallway Classroom Letter District Community

Developing and Implementing Behavior Instruction Plans

The basic assumption in this model is that the most efficient and effective method for establishing appropriate behavior on a school-wide basis is to *systematically and directly teach* specific behaviors for each behavioral expectation. A behavior instruction plan is required to teach behavioral expectations and is composed of the same components as plans used to teach academic behaviors. A complete behavior instructional plan includes the following steps:

Step 1: Specify behavioral expectations.

1. Behavioral expectations are statements that describe desired, appropriate responses. They often are characterized as replacement responses (e.g., "fair-pairs") for undesirable problem behaviors.

2. A behavioral expectation should be described in observable terms, so another person would have little or no difficulty in identifying its occurrence or absence.

3. Behavioral expectations are often characterized using one or more of the following dimensions: (a) frequency or rate, (b) locus (location, setting), (c) duration, (d) latency, (e) force or intensity, (f) topography (appearance).

Step 2: Explain the behavioral expectations..

1. A specific time, place, and schedule should be established for explaining behavioral expectations. In some schools, a team of teachers will produce a lesson plan for explaining behavioral explanations. This lesson plan is distributed to all teaching staff for consistent implementation and follow-up.

2. As a general rule, homeroom teachers should explain goals and expected behaviors to their students. However, the principal, support staff, or groups of students also could give explanations to the entire student body during school assemblies or scheduled classroom visits. Explanations should be coordinated so that all students receive the same information and within the same relative time interval (e.g., within a week).

3. After explanations and examples are given, students should have time to ask questions and provide input. The amount of time and level of participation will depend on the students' ability to maintain a productive discussion.

4. Students should be taught how expected behaviors relate to school goals and how demonstrations of expected behaviors will accomplish school goals. For example, if equipment is used properly, the playground can be a safe place for many activities.

5. Positive and negative examples for each behavior should be identified to help students learn to discriminate the differences between expected behaviors and rule violations. For

example, in one demonstration the teacher could illustrate how to walk across the room while keeping hands and feet to himself or herself (positive example). In a subsequent instance, the teacher could walk across the room interfering with other students by touching them and their possessions (negative example).

6. The essential features of each example should be made salient by writing them on a chalkboard, using an overhead projector, or illustrating them on posters.

7. After each teacher presentation, students should present or model positive examples for each behavior. Students do not need practice modeling or role playing negative examples.

8. Students should discuss positive and negative examples. However, emphasis should be placed on positive examples and the specific rule for each behavioral expectation.

9. A summary list or outline of all target settings and corresponding expected behaviors should be developed and discussed. Expected behaviors should be organized according to their commonality across and applicability to settings. Student practice of positive examples of expected behaviors should accompany this discussion.

Step 3: Provide structure opportunities to practice behavioral expectations.

1. Practice sessions should be scheduled on a regular basis. Ideally, the same behaviors should be targeted for practice in all classrooms at the same time, and a school-wide schedule should be established to teach and review all target behaviors. Some schools have produced school-wide strategies and lesson plans for conducting these practice sessions.

2. A number of strategies should be used to practice expected behaviors, such as, role-playing, simulations, verbal recitals, written statements, and responses to video illustrations. For instance, if the expectation is to "respect the rights and properties of others," a negative example role play could be structured involving a few students who grab at a certificate earned by another student. A positive example would follow and involve the same group of students who would calmly ask questions about the certificate.

3. Provide specific reinforcing and/or corrective feedback for all accurate displays of expected behaviors in both practice and natural contexts. For example, a teacher would not only give specific praise to students who cooperate and attend during role play activities, but also provide specific praise when students display similar expected behaviors while waiting in line in the cafeteria.

4. Teachers should provide specific feedback that highlights information about positive and negative examples and the essential features of the behavioral expectation. For example, a teacher says, "Grabbing at his certificate is not showing respect for Michael and his property. See the difference when students ask questions calmly and politely. Michael is eager to show what he has earned." In both cases, students get to see the certificate, but in the second case respect for Michael and his property was indicated.

Step 4: Provide precorrection for problem settings and individual students.

1. Precorrection strategies should be used when problem behaviors are anticipated. Essentially, staff should correct a potential problem behavior *before* it has a chance to occur. Just before students enter the target context, teachers could plan opportunities for students to recite or demonstrate a specific behavioral expectation or make some setting adjustment that increases the opportunities for the expected behavior to occur (e.g., increasing supervision, providing more prompts, adjusting the schedule, changing the seating arrangement, increasing praise for cooperative behavior). For example, while waiting for the bus, students may engage in unacceptable physical behaviors, such as, pushing, pulling, and kicking. To provide a precorrection, teachers should provide more practice on the expected behavior of "keeping hands and feet to self," provide structured independent activities prior to dismissal, reduce the time required to wait in the bus line, walk with students and wait at the bus line with them, provide strong praise for students who keep their hands and feet to themselves.

2. Reminders are another form of precorrection. Teachers can remind students of expected behaviors *just before* they enter the target (i.e., potentially problematic) setting or context. For example, just before students are finished with their lunch, they are reminded by staff to put leftovers in the garbage containers, or just before recess, students are reminded to use the swings properly and let one person use them at a time. Emphasis should only be placed on the expected behaviors, *not* on the undesirable behaviors or the associated negative consequences.

Step 5: Provide strong reinforcement for demonstrations of expected behavior.

1. As with academic skill acquisition, it is important to look for displays of expected behavior and to provide strong reinforcement when these displays are observed. Although the use of positive reinforcement is critical during acquisition and fluency training of expected behaviors, it is particularly important that staff provide strong social praise for students who independently exhibit the expected behaviors in the natural, target context.

2. Students should be asked to describe expected behaviors and the conditions under which they are displayed.

3. Frequent verbal acknowledgments should be given to the entire school student body (e.g., weekly), whole classrooms (e.g., daily), and individual students (e.g., constantly).

4. A variety of individualized and school-wide acknowledgments should be provided. Examples of acknowledgments include honor roll assignments, designation of students (or classes) of the week or month, certificates of recognition for expected behavior, notes to parents, newspaper coverage, or positive office referrals. Essentially, all building staff must be creative in identifying forms of positive reinforcement that are appropriate and effective in their teaching contexts. In addition, they must identify ways of using positive

reinforcers to acknowledge successful demonstrations of expected behaviors.

5. Early in the teaching of expected behaviors, staff should be available in various school settings to ensure that high rates of acknowledgment are provided for students who exhibit expected behaviors. Later, after high and stable levels of expected behavior are observed, it is important to schedule staff to be present at the settings on an intermittent basis to ensure maintenance.

6. Expected behavior should not be taken for granted. If the behavior is not acknowledged, it will not be displayed, and, as a result, most of the instructional day will be spent reacting to inappropriate behaviors. Inappropriate behavior frequently gets attention. Staff must ensure that appropriate behavior results in more attention.

Step 6: Correct demonstrations of unacceptable behavior.

See next section and Flow Chart 5 for procedures for correcting behavior problems .

Example School-Wide Behavior Instructional Plan

"Coming to Class Prepared"

STEP 1: SPECIFY BEHAVIORAL EXPECTATION(S)

Be prepared for class with necessary materials: Bring supplies (notebook, pencil sharpener, paper, homework, text book); materials in reasonable shape, and organized notebook .

STEP 2: EXPLAIN BEHAVIORAL EXPECTATION(S)

TIMES: *First 5 minutes of each class period.*

PROCEDURES: *Discussion on relationship between preparation and classroom success; describe supply list ; describe organized notebook; send letter of explanation to parents.*

STEP 3: PROVIDE OPPORTUNITIES TO PRACTICE BEHAVIORAL EXPECTATIONS

TIMES: *First 5 minutes of each class period.*

PROCEDURES: *Conduct class discussion, organize notebook, prepare chart, review weekly.*

STEP 4: PROVIDE PRECORRECTION FOR PROBLEM SETTINGS & INDIVIDUAL STUDENTS

TIMES: *Beginning and end of period*

PROCEDURES: *Give verbal reminders, hand out self-check sheet, distribute list of supply needs, remind to chart.*

STEP 5: STRONGLY REINFORCE DEMONSTRATIONS OF EXPECTED BEHAVIORS

TIMES: *Verbal acknowledgment at the beginning of period, when criteria met (80%) for rewards*

PROCEDURES: *Verbally praise, distribute rewards (80% class, stars, access to free time, computer time, treats).*

STEP 6:	**CORRECT DEMONSTRATIONS OF UNACCEPTABLE BEHAVIOR**
TIMES:	*At all times.*
PROCEDURES:	*Use hierarchy of correctsion consisting of (a) reinforcing students who are prepared (planned ignoring), (b) reminding students not prepared, (c) providing warning and implementing negative consequence.*
STEP 7:	**TRACK RESULTS AND FOLLOW-UP**
TIMES:	*Daily*
PROCEDURES:	*Chart (frequency of students prepared for class). Raise class criteria to 90%, add extra homework, send letter to parents.*

School-Wide Behavior Instruction Plan Worksheet

Directions: After identifying what behavioral expectations need to be taught, write a school-wide behavior instruction plan by completing each of the seven steps.

STEP 1: SPECIFY BEHAVIORAL EXPECTATION(S)

STEP 2: EXPLAIN BEHAVIORAL EXPECTATION(S)

TIMES:

PROCEDURES:

STEP 3: EXPLAIN BEHAVIORAL EXPECTATION(S)

TIMES:

PROCEDURES:

STEP 4: **PROVIDE PRECORRECTION FOR PROBLEM SETTINGS & INDIVIDUAL STUDENTS**

TIMES:

PROCEDURES:

STEP 5: **STRONGLY REINFORCE DEMONSTRATIONS OF EXPECTED BEHAVIORS**

TIMES:

PROCEDURES:

STEP 6: **CORRECT DEMONSTRATIONS OF UNACCEPTABLE BEHAVIOR**

TIMES:

PROCEDURES:

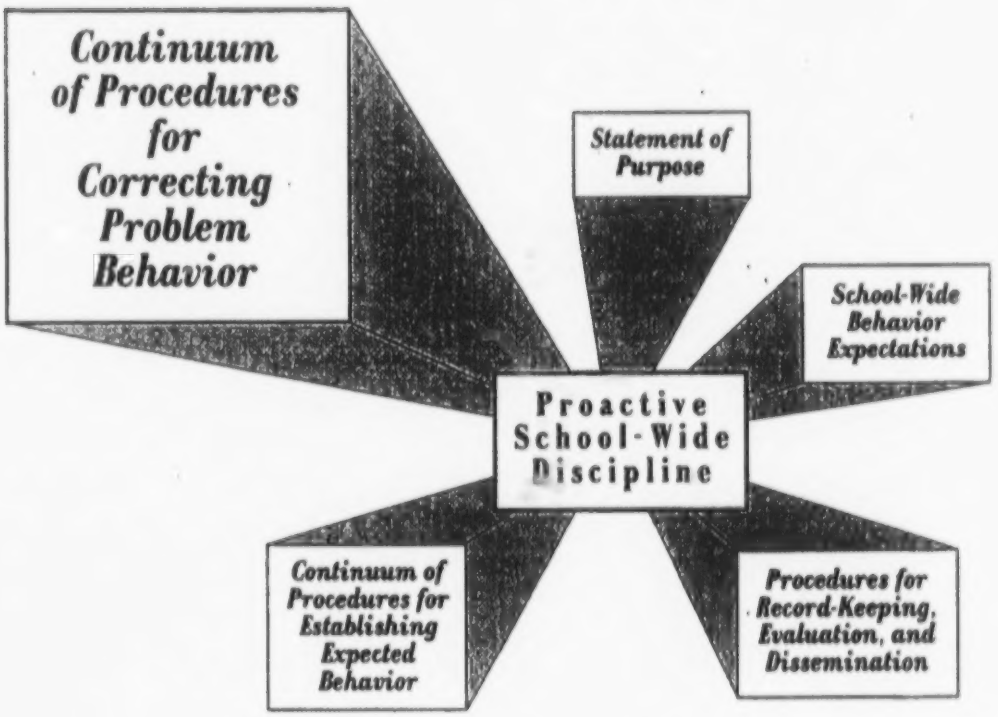
STEP 7: **TRACK RESULTS AND FOLLOW-UP**

TIMES:

PROCEDURES:

V. Correcting Problem Behavior

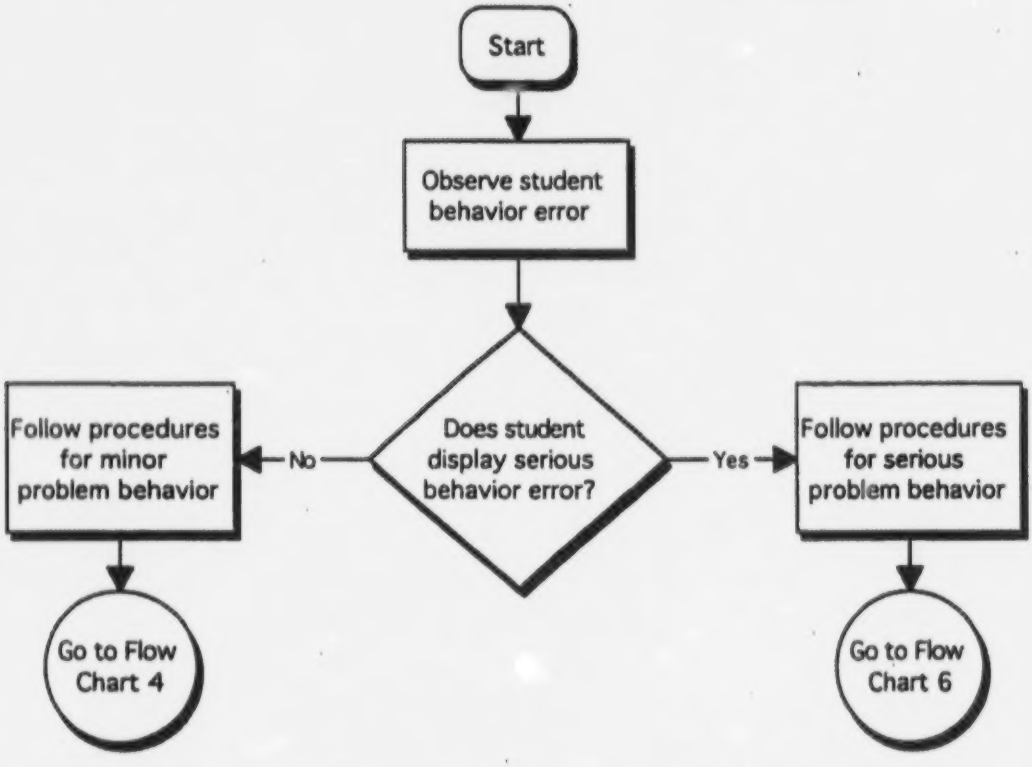
V. Continuum of Procedures For Correcting Problem Behavior


Continuum of Procedures for Correcting Problem Behavior
Statement of Purpose
School-Wide Behavior Expectations
Proactive School-Wide Discipline
Continuum of Procedures for Establishing Expected Behavior
Procedures for Record-Keeping, Evaluation, and Dissemination

Introduction

In the previous section, we stressed the importance of having procedures for establishing expected behaviors when correcting problem behaviors. We recommended that a strong emphasis be placed on, teaching and strengthening those behaviors that are necessary for maintaining a positive learning and teaching environment.

In this section, we describe procedures for correcting problem behavior. In most public schools, problem behavior is identified as either a minor infraction (i.e., behavior that is managed immediately by staff) or a serious school violation (i.e., behavior that involves an office referral and management by an administrator) (see Flow Chart 3). There are three main features in correcting problem behaviors: (a) carefully define the minor problem behaviors and serious school infractions, (b) implement a continuum of procedures for managing minor problem behaviors, and (c) implement procedures for managing serious school violations. Each of these features is discussed in this section.



Flow Chart 3. Relationship of procedures for correcting problem behavior.

Define and Categorize Problem Behavior

The type of correction procedures used to manage inappropriate behavior depends on the severity and frequency of the problem behavior. Staff must meet and reach agreement on categories of inappropriate behavior. It is important to develop a list that represents the full range of behaviors for each category. The following categories are recommended:

1. *Minor School Infractions* are defined as relatively mild behaviors that are disruptive to the teaching and learning process and can easily escalate into more serious behavior problems. Common examples include being tardy for class, talking too loudly in the hallways, not having materials for class, and skipping school (truancy). These behaviors are typically managed immediately and quickly by staff in the context in which the behavior occurs.

2. *Serious School Violations* are not law infractions, but represent serious breaches of school rules and behavior that seriously disrupt school functioning. These include, for example, sustained noncompliance and defiance, verbal abuse towards staff, low levels of physical aggression, vandalism, and chronic (repeated) minor infractions. These behaviors typically warrant an office referral and are managed by the administration (or designee) or a team of teachers and other staff members.

3. *Illegal Behavior* refers to actual violations of the law. Examples include possession of weapons or controlled substances, theft, assault, vandalism, and intimidation. This list should be confirmed with local law enforcement agencies and district policies. These behaviors typically warrant office referrals and are managed by the administration (or designee) in conjunction with local law enforcement agents.

Defining Problem Behavior Worksheet

Directions: Use this worksheet to identify and categorize types of problem behavior that are observed in your school. Remember to write statements that are objective and observable.

PROBLEM BEHAVIOR CATEGORY	EXAMPLES
Minor	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Serious School Infractions	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Illegal Behavior	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

This example illustrates the working definitions for infractions that could result in an office referral. These definitions were developed by teaching staff at a middle school.

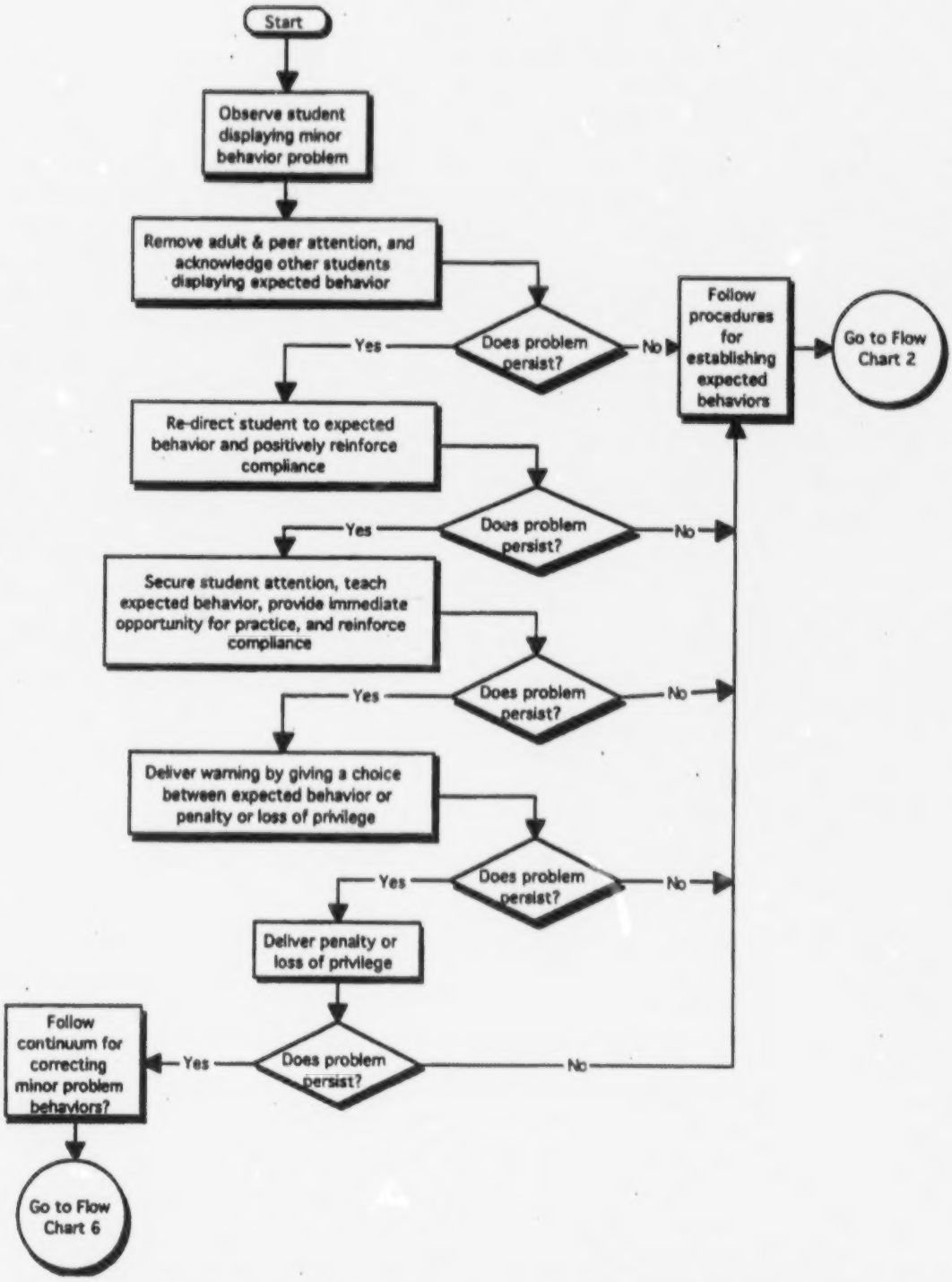
FREEMANTLE MIDDLE SCHOOL
Working Definitions for Office Referral Infractions

INFRACTION	DEFINITION
Repeated Minor	*Recurring problems that have been addressed by teacher(s), such as tardies, skipping classes, minor disruptive behavior, profanity, incomplete assignments, minor harassment ,and not coming to class prepared.*
Fighting	*Action involving serious physical contact where injury may occur, (e.g., hitting, punching, hitting with an object, kicking, hair pulling and scratching).*
Vandalism	*Substantial destruction or disfigurement of property.*
Controlled Substances	*In possession of or using drugs, alcohol ,and/or tobacco.*
Serious Disruptions	*Behavior causing class or activity to stop, or continue with difficulty. Student does not cooperate and does not make reasonable attempts to disengage or follow directions. These behaviors include sustained loud talk, noise with materials, horseplay or roughhousing, sand ustained out of seat behavior.*
Verbal Abuse	*Sustained profanity,and/or sexual comments directed towards staff or students.*
Weapons	*In possession of knives, guns or other items used as weapons.*
Defiance	*Refusal to follow staff directions.*
Off Campus	*Outside the boundaries of the school grounds without permission.*
Theft	*In possession of, having passed on, or being responsible for removing someone else's property.*
Other	*Serious behavior problems that do not fit into the above categories.*

Continuum of Procedures for Correcting Minor Problem Behaviors

School-wide correction procedures are designed to address problem behavior in ways that the student(s) is more likely to exhibit expected behaviors when given another opportunity. Schools should have a variety of interventions that are organized along a continuum based on the severity and frequency of the problem behavior. Staff and administration must be clear about which problem behaviors should be addressed by staff and which behaviors should involve the administration. Structures must be available in the school-wide plan to provide increasing support to teachers who must manage more difficult problem behaviors.

In this section, we examine procedures for addressing minor problem behaviors. The basic intent in the continuum of strategies is to *minimize* attention to students demonstrating minor problem behavior and to *maximize* attention to students exhibiting expected behavior. There are essentially two steps in the process for managing minor problem behavior: (a) an individual staff member implements and documents the procedures, and (b) if the strategies are not successful, the staff member initiates a staffing. The overall procedures are represented in Flow Chart 4.


Start
Observe student displaying minor behavior problem
Remove adult & peer attention, and acknowledge other students displaying expected behavior
Does problem persist?
Yes
No
Follow procedures for establishing expected behaviors
Go to Flow Chart 2
Re-direct student to expected behavior and positively reinforce compliance
Does problem persist?
Yes
No
Secure student attention, teach expected behavior, provide immediate opportunity for practice, and reinforce compliance
Does problem persist?
Yes
No
Deliver warning by giving a choice between expected behavior or penalty or loss of privilege
Does problem persist?
Yes
No
Deliver penalty or loss of privilege
Does problem persist?
Yes
No
Follow continuum for correcting minor problem behaviors?
Go to Flow Chart 6

Flow Chart 4. Continuum of strategies for correcting individual problem behavior.

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Procedures for Individual Staff Members to Manage Minor Problem Behavior

Responses to minor problem behavior are typically managed by an individual teacher or staff member in an immediate and quick manner, in the given problem context, and without a significant change in the instructional routine. The following continuum of responses (see Flow Chart 5) to minor problem behaviors should be considered:

1. *Remove adult and peer attention* from the student who is displaying inappropriate behavior, and acknowledge other students who are exhibiting the expected behavior. For example, Sarah is talking loudly in class. Her teacher turns her back slightly to Sarah and looks at a student who is working quietly. The teacher says, "Students in this row are doing a great job talking to their neighbors in a conversational voice."

2. *Re-direct the student to the expected behavior* with a gesture or verbal prompt and intentionally acknowledge subsequent compliance and displays of expected behavior. The teacher gives Sarah a signal by placing her finger next to her lips and says, "Remember Sarah, please use a conversational voice."

3. *Secure the student's attention and clearly inform the student of the expected behavior*, provide immediate opportunities for practice, and acknowledge compliance and displays of expected behavior. For example, the teacher says, "Sarah, please listen carefully. If you wish to talk, use a conversational voice. Now tell me quietly what you want." When Sarah uses a quiet voice, the teacher says, "There you go, Sarah. That was a perfect conversational voice."

4. *Deliver a warning by providing an opportunity for the student to choose* between the expected behavior and a penalty or loss of privilege. For example, the teacher says, "Sarah, you need to go to class or you will miss some recess."

5. *Deliver the penalty or loss of privilege* (e.g., loss of some recess time) quickly and in as business-like manner. Do not linger or nag students.

6. If there is no improvement in the student's behavior after three or four occasions in which a planned intervention has been implemented, the teacher should *use additional resources to address the problem.* At this point we recommend a staff meeting.

7. *Record or document the problem minor behavior and the interventions* used to address the problem. Staff should agree on the purpose of these records, dissemination procedures, specification of problem behavior, and strategies used.

WORKSHEET FOR CORRECTING MINOR PROBLEM BEHAVIOR

Directions: Identify a student who displays minor problem behaviors. Use this worksheet to develop the *specific* procedures for implementing each step.

CONTINUUM OF PROCEDURES FOR CORRECTING MINOR PROBLEM BEHAVIOR

Context: Student(s) exhibits minor problem behavior.

STEP 1: Remove adult and peer attention, and acknowledge other students displaying expected behaviors.

Procedures: _____

_____

STEP 2: Redirect student(s) exhibiting inappropriate behavior to expected behaviors

Procedures: _____

_____

STEP 3: Secure attention of student(s) exhibiting inappropriate behavior and clearly specify expected behavior.

Procedures: _____

_____

STEP 4: Present student(s) exhibiting inappropriate behavior with a choice between observing the expected behavior or continuing with inappropriate behavior and a negative consequence.

Procedures: _____

_____

STEP 5: Deliver negative consequence

Procedures: _____

_____

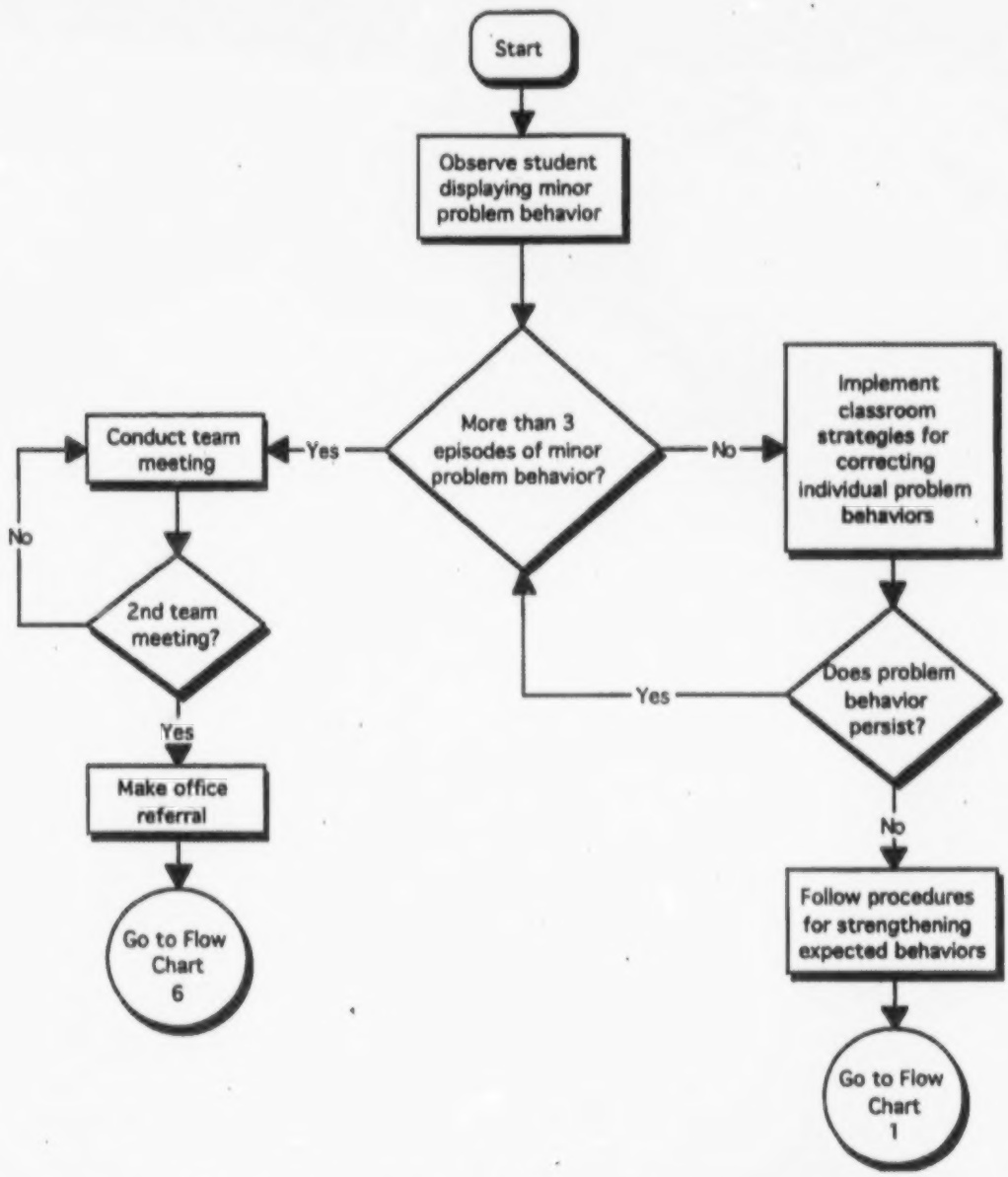
STEP 6: Request assistance for repeated minor infractions

Procedures: _____

_____

Procedures for Managing Minor Problem Behavior Through Staff Meetings

If the minor problem behaviors persist after an individual staff member has made several documented attempts to correct the problem, the next step involves setting up a staff meeting. A decision model for addressing repeated and documented displays of minor problem behavior is shown in Flow Chart 5.



Flow Chart 5. Continuum of procedures for correcting minor problem behavior.

Guidelines for Implementation of Staff Meetings

A staff meeting consists of a group of teachers and administrators, who share suggestions for managing minor problem behavior. The meeting can be scheduled as needed or could be part of a regular teacher meeting, such as a weekly grade level meeting. A variety of labels have been used to name the staff meeting structure, for example, "teacher assistance team," "child study team," "behavior committee," "discipline team." Guidelines for implementing staff meetings follow:

1. A staff meeting should be called by the teacher after three documented incidents of the minor problem behavior.

2. The staff meeting should be scheduled on a regular basis during staff or grade level meetings.

3. A special staff meeting may be called if a teacher needs more immediate action (with as many teachers in attendance as possible).

4. A form should be developed and used to document each case and to guide staff meeting activities. An example of a staff meeting form for minor problem behaviors follow these guidelines. The teacher should complete as much of the form as possible before the meeting, so participants will have some information about the case. This information also can serve as the starting point for discussions during the meeting.

5. A note-taker and time keeper should be identified. It is critical to follow the agenda and timelines to prevent meetings from lasting too long and discussions from straying.

6. No more than two problem behaviors should be written in specific, observable form.

7. A specific expected behavior should be paired with each problem behavior. Descriptions of these expected behaviors should be written in specific, observable form.

8. If possible, one to three of the least intrusive and time consuming strategies for teaching expected behaviors should be selected. If the expected behaviors are not observed at acceptable levels and the problem behavior does not respond, more intrusive and time consuming strategies can be considered.

9. Although strategies for teaching expected behaviors should be given the greatest attention, specific strategies for responding to problem behaviors should be described. Again, least intrusive and least aversive criteria should be applied to selecting individual strategies.

10. A specific date should be established to review the progress of the strategy. If possible, a plan for collecting and recording data should be developed.

11. All paperwork should be completed and distributed *immediately* after the staff meeting.

Example of Staff Meeting Form for Minor Problem Behavior

Mount Urlru Sschool

☐ BEHAVIOR PROBLEM ☐ ACADEMIC PROBLEM

Student Name:_____ Grade:_____Date:_____

Teacher(s):_____# Previous Behavior Reports/Staff Meeting:_____

Staff Present:_____

_____

Problem Behavior(s) (2 minutes)	*Expected Behavior(s)* (2 minute)

Strategies to Teach Expected Behaviors (select 1-3) (3 minutes)

☐ Reminders _	☐ Practice	☐ Parent contact
☐ Reinforcers _	☐ Individual contacts	☐ Counseling
☐ Feedback _	☐ Monitoring sheet	☐ Tutoring
☐ Contract _	☐ Self management	☐ Modified assignments

☐ Other_____

Strategies to Correct Problem Behavior(s) (1 minute)

☐ Time out	☐ Parent contact
☐ Loss of privilege	☐ Detention

☐ Other_____

Action Plan (5 minutes)

Who	What	When

*Student Conference Date:*_____ *Start Date:*_____ *Review Date:*_____

Copies to Office File
Teacher
Other: _____

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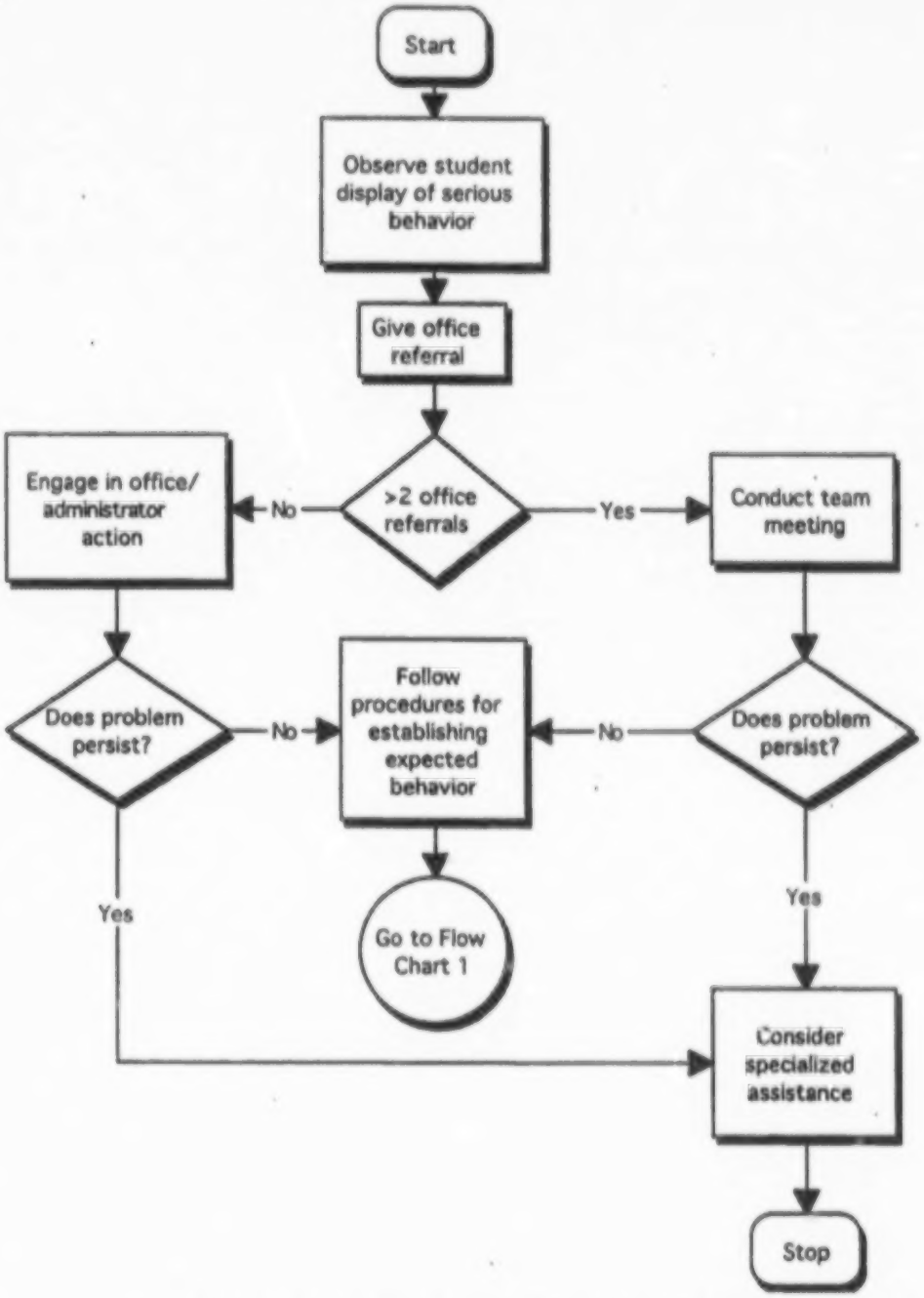
Procedures for Managing Serious School Violations

Serious school violations require more teacher effort and more intrusive interventions. These consequences should be written in school policy and delivered automatically and consistently. All parents should be informed of the procedures at the start of a school year and receive a written copy. Staff members should be clear about what their responsibilities are and who delivers the consequences. Typically, an office referral is made, and an administrative staff person delivers the consequence.

Clear guidelines need to be established for behaviors that warrant office referrals, and all staff members must have a clear understanding of what behaviors result in an office referral and the procedures that will be followed by the office. Without clear guidelines for serious school violations, friction may occur between referring staff and office staff when referrals are made for minor behaviors or when a referring staff person expects certain consequences to be delivered and they are not. The procedural details for addressing and correcting serious school violations are shown in Flow Chart 6.



Flow Chart 6. Procedures for corrrecting serious problem behavior.

Typical consequences for serious school violations include parent conferences, after-school detention, in-school suspension, suspension, and expulsion. It is important to keep track of the number of office referrals (date, period, time, and location of each infraction and consequence), referring staff person, and outcome of debriefing sessions and follow-up events. Repeated office referrals should signal that a student needs more assistance in learning and displaying expected behaviors. Students who have repeated displays of serious school violations should be referred to a school-wide behavior support team (e.g., teacher assistance team) to develop a specific individual plan designed to help reduce and eliminate the problem behavior pattern and to establish opportunities for displays of expected behaviors.

Illegal Behavior

Procedures for managing behaviors that are against the law (illegal behavior) usually involve an office and a police referral. In advance, a clear procedure should be established for handling illegal behavior (e.g., documentation, witnesses). Local law enforcement agencies should be contacted for guidelines or criteria about handling illegal behaviors and working with their agency. Procedures for contacting parents also must be established. Explanations of the steps described in the flow chart follow:

1. Identify and define serious school violations. A worksheet to identify and define serious school violations and illegal behavior follow this section.

2. Develop an Office Referral Form. Although variations are possible, at minimum, each form should have (a) information about the student and referring teacher, (a) dates and times of the infraction, (c) identification and descriptions of the infraction, (d) action taken, and (e) procedures for information dissemination. A blank office referral worksheet and an example of a middle school office referral form follows this section.

3. Develop a reasonable balance between proactive and reactive consequences for the problem behavior. Unfortunately, the most common actions taken after office referrals are reactive and punitive (e.g., detentions, suspensions, loss of privileges). Clearly, there is a place for negative consequences and students need to know these limits. However, having only negative consequences for managing serious school infractions creates an ineffective system for correcting behavior. The remedy lies in creating a careful balance of proactive and reactive approaches. When we use proactive strategies or actions, we assume that the student needs more help, support and direction to reduce problem behavior and to increase expected behavior. These constructive strategies include conferences, precorrection, instruction (e.g., modeling behavior), counselling, contracts, and behavior instruction plans. The office referral form and the data or tracking system also should reflect the balance between proactive and reactive consequences.

4. Develop a school-wide support team (e.g., behavior support team, school discipline team, teacher assistance team) with responsibility for developing a more detailed plan to assist students who have recurring serious school violations. Referrals should be made to this team after the student has had two or three office referrals and has not responded to a combination of proactive and reactive strategies implemented by the administrator. It is important that the number of referrals made to this team be limited to three or four per term, otherwise the team will not have time to develop adequate assistance plans for these students. If the number of referrals begins to exceed what the team can handle, it is time to review the relative effectiveness of current practices.

In forming a school-wide team, the following guidelines should be considered: (a) Develop a clear statement of purpose and list of responsibilities; (b) determine who should participate on the team and how the selections would be made; and (c) establish guidelines for meeting days, times, lengths, and agenda items.

SCHOOL VIOLATIONS AND ILLEGAL BEHAVIOR IDENTIFICATION AND DEFINITION WORKSHEET

Directions: Use this worksheet to identify and describe (a) minor infractions, (b) serious school violations, and (c) illegal behavior.

Name of School:_____ Date:_____

REPEATED MINOR INFRACTION(S)

Description:_____

_____

SERIOUS SCHOOL VIOLATION

Description:_____

_____

_____

Examples: ☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ ☐ _____

ILLEGAL BEHAVIOR

Description:_____

_____

_____

Examples: ☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ ☐ _____

Example 1: Office Referral Form

BUNBURY MIDDLE SCHOOL
Phone 555-1234
123 Olga Road, Eugene, Oregon. 97403

OFFICE REFERRAL

STUDENT_____ GRADE 6 7 8 DATE_____

REFERRED BY_____ HOMEROOM TEACHER_____

REASON FOR REFERRAL

☐ REPEATED MINOR INFRACTION(S)

Description:_____

_____

☐ For the Record and Staffing Plans attached

☐ SERIOUS SCHOOL VIOLATION

☐ Fighting ☐ Verbal Abuse ☐ Controlled Substance(s) ☐ Serious Disruption
☐ Vandalism ☐ Weapons ☐ Off Campus Violation ☐ Defiance

☐ Other_____

Description: (Specify times, places, those involved, relevant conditions, and initial steps to address problem.)

_____

_____

_____

_____

_____

ACTION TAKEN: (By teacher/person making referral as appropriate)

☐ Conference with student ☐ Contract made w/student ☐ In-House Suspension
☐ Parent contact (phone/note) ☐ Parent conference requested ☐ Recommended

☐ Other_____

ACTION TAKEN: (By administrator/counselor)

☐ Conference with Student ☐ Conference requested with teacher and student
☐ Parent contacted (phone/note) ☐ Parent conference requested
☐ Referral to School Discipline Team ☐ Principal's Hearing for possible expulsion
☐ Student suspended: ___In-School ___Out of School ___Number of days

☐ Other_____

COMMENTS:_____

White: Student file *Canary*: Parent
Blue: Office *Goldenrod*: Counselor _____
Green: Homeroom *Pink*: Referring Staff (Principal, Assistant Principal, Counselor)

PARENTS (GUARDIANS): This copy is of an office referral for your son or daughter made by a staff member at Bunbury Middle School Staff. Please note the action taken. Please call us at 555-1234 if you have any questions.

Example 2: Office Referral Form

Sydney School
Office Referral

Student _____ Grade 6 7 8 Date _____

Referred by _____ Homeroom Teacher _____

Reason for Referral

- ○ Repeated Minor Infraction(s)
  - ○ Documentation Attached
  - ○ Parent Contacted
- ○ Serious School Violation
  - ○ Attendance
  - ○ Controlled Substance(s)
  - ○ Defiance
  - ○ Discrimination, Harassment, Hazing
  - ○ Dress Code
  - ○ Fighting, Assault
  - ○ Off-Campus Violation
  - ○ Serious Disruption
  - ○ Theft
  - ○ Vandalism
  - ○ Verbal Abuse
  - ○ Weapon(s)
  - ○ Other _____

Incident Report

Specify times, places, those involved, relevant conditions, and initial steps to address problem.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Action taken by teacher or person making referral as appropriate

- ○ Conference with student
- ○ Parent contacted (phone/note)
- ○ Parent conference requested
- ○ Contract made with student
- ○ Other _____

Action taken by administrator or designee

- ○ Conference with student
- ○ Parent contacted (phone/note)
- ○ Student suspended ___ days
- ○ Referred to School Behavior Support Team
- ○ Principal's Hearing for possible expulsion
- ○ Conference requested with teacher and student
- ○ Parent conference requested
- ○ Student placed on detention ____ days
- ○ Community Service
- ○ Police contacted
- ○ Lane County Youth Services contacted
- ○ Other _____

Administrator's Comments

_____

_____

_____

_____

_____

_____

_____

_____ _____

Administrator's Signature Date

Routing

White: *Office* Yellow: *Parent*
Pink: *Homeroom Teacher* Gold: *Referring Staff*

To Parent or Guardian: This is a copy of an office referral for your son or daughter made by a staff member at Sydney School, 8998 Snell Blvd., Eugene, Oregon, 97435. The action taken is indicated. Please sign and return or call 387-8856 to indicate receipt.

_____ _____

Parent's or Guardian's Signature Date

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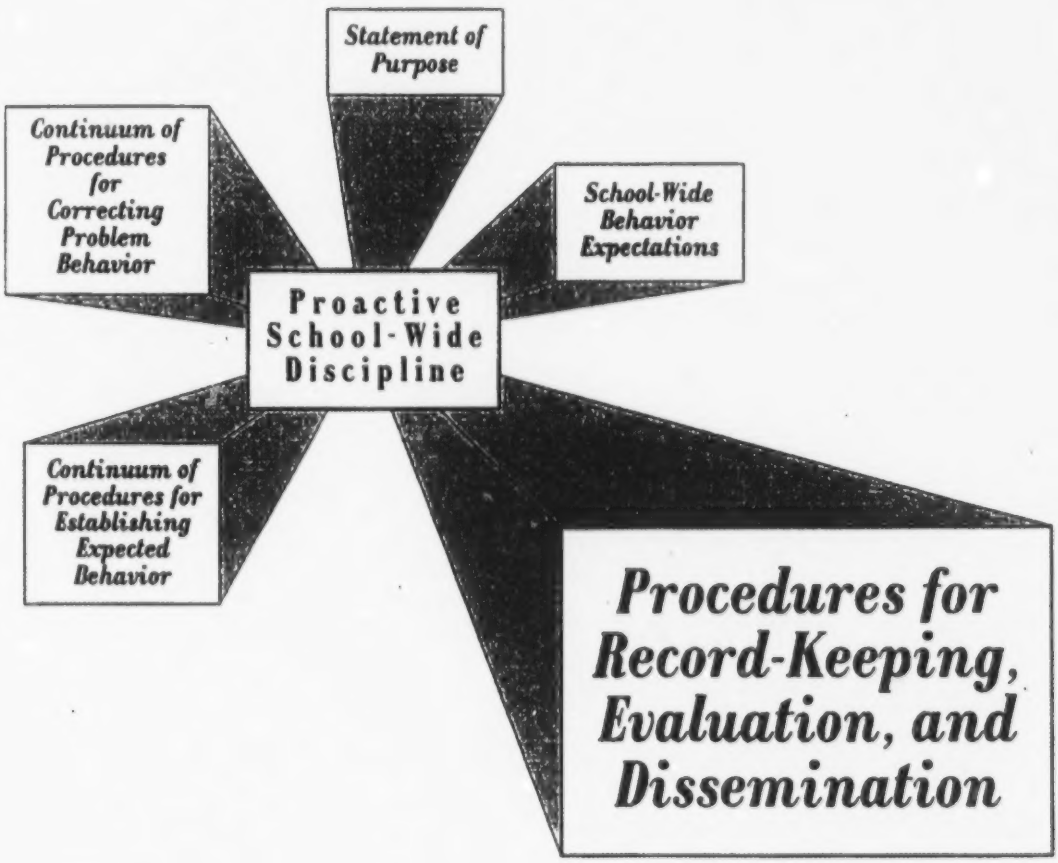
VI. Record-Keeping, Evaluation, & Dissemination

VI. Procedures for Record-Keeping, Evaluation, and Dissemination


Statement of Purpose
Continuum of Procedures for Correcting Problem Behavior
School-Wide Behavior Expectations
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Procedures for Record-Keeping, Evaluation, and Dissemination

Introduction

An effective tracking system helps to identify students who exhibit inappropriate behavior on a regular basis. To avoid "punishment loops" in which progressively intrusive, reactive interventions are required for repeated or escalating displays of inappropriate behaviors, a strategy should be developed for providing direct assistance to students whose behaviors do not respond to the general school- or classroom-wide plans. Individual staff members, teacher teams (e.g., prereferral or mainstream assistance teams), parents, or cooperating agencies can provide this assistance. In addition, referrals for specialized assistance also may be appropriate (e.g., special education, alternative schooling).

Record-Keeping: Tracking Student Performance

To monitor the effectiveness of any school-wide discipline system, it is important to have a method of tracking student performance. Information might be collected at the school-wide, classroom, and/or individual student or teacher levels on a variety of variables, such as (a) attendance patterns, (b) problem behaviors, (c) negative and positive referrals, and (d) detentions and suspensions. Information about which staff persons are involved in discipline related activities also can be tracked.

Student tracking systems are important because they help to (a) ensure that the school-wide plan is being implemented in a planned, consistent manner, (b) frequently remind staff of the importance of its discipline plan, and (c) provide information on whether the discipline plan is accomplishing its goals. The components of a student tracking system or monitoring plan should include the following:

1. A checklist to measure whether the various steps in the plan have been identified, defined, and implemented.

2. Strategies and forms for keeping records of both expected and inappropriate behavior.

3. Data decision rules for reviewing and revising the plan.

4. A screening strategy for identifying students who are at-risk for social behavior failures.

5. Procedures and routines for collecting and processing data. For efficiency, student workers and classified staff should be trained to enter data onto a simple spreadsheet program so data management, analysis, and reporting are simplified.

   See Colvin, Tobin, and Schnacker (1993) for more information on developing, implementing, and evaluating a school archival data system.

Developing Review and Follow-up Procedures

The success of any plan to teach and manage behavior must include specific procedures for ensuring the accurate and continued implementation of its procedures. Similarly, a means of evaluating data on student behavior and staff performance also must be developed. The following guidelines should be considered:

1. Identify an individual or group of individuals who can oversee activities involving maintenance of the school-wide discipline plan and evaluation of its effectiveness.

2. Develop procedures for collecting on-going and cumulative data on student behavior and staff performance. Questionnaires and interviews should be used to collect information from students, staff, parents, and community representatives.

3. Develop specific decision rules and procedures for evaluating student and school data.

4. Delineate specific procedures for revising and reteaching aspects of the instructional behavior plan that are not associated with educationally important change in student and staff performance.

Dissemination Plan

Once the components of the school-wide discipline plan have been developed, the next phase involves developing strategies to disseminate the details and procedures of the plan. If necessary, approvals should be secured before dissemination and implementation. A dissemination plan should include the following features:

1. A list of the people or groups of people who need to be familiar with and/or approve the school-wide discipline plan. These would include, for example, administrators, certified and uncertified staff members, substitute teachers, district personnel, school board members, students, parents, community personnel, and staff from cooperating agencies.

2. Procedures for identifying and preparing staff persons who can monitor and reinforce proper implementation of the procedures of the school-wide discipline plan.

3. Procedures for informing and/or training these staff members, which include, for example, seminars, video/audio tapes, written handbooks, and peer mentors.

4. Opportunities to provide intensive initial training, as well as regular follow-up training.

VII. References

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VIII. Additional Resources